

CHAPTER I

INTRODUCTION

A. The Background of the Problem

Reading is one of the four language skills that can support students in mastering English besides speaking, listening, and writing. According to Brown, there are four skills in English that should be mastered. They are speaking, listening, writing, and reading.¹ Reading is a receptive skill on English teaching process. In reading, the students are taught how to read and understand a text well. The purpose of reading is to get information from a reading text. Then, in understanding the reading text needs some skills that should be mastered by the reader. Without reading skill, the reader gets the difficulty in finding the information from the text that they read, so that the students are required to master the reading skill in order to get the knowledge and information from the text they read.

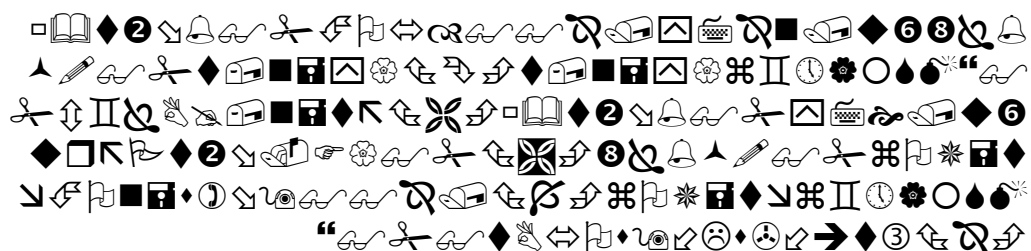
Reading need ability to understand the text. Many people can read but not all can understand what have they read. The problems of students in English learning also happen in reading comprehension.

By reading, the students will get knowledge that we have never known before. Through reading, students can explore their talents and potentials, can increase the power of reason and discover new ideas. The student's knowledge will be improved by reading because from reading the students can be

¹Douglas Brown. *Teaching by Principle: An Interactive Approach to Language Pedagogy*. (New Jersey: San Fransisco State University Englewood, 1994) p: 217.

gathering many information and have a broad mind which related to their.

Allah says:



The meaning:

1. *“Read! In the Name of your Lord Who has created (all that exists)”*
2. *“Has created man from a clot (a piece of thick coagulated blood)”*
3. *“Read! And your Lord is the Most Generous”.*
4. *“Who has taught (the writing) by the pen”*
5. *“He has taught man that which he knew not”.*

From the meaning of verse above, muslims, we have to read. The purpose of reading is to get information from a reading text. According to Richards reading perceives a written text in order to understand its contents.² In other words, if they do not have ability, automatically they will not know what the text is about. In addition, Hasibuan and Ansyari stated that one of the priorities in studying the target language is reading ability.³ Therefore, the students need to be provided with the necessarily supporting strategies to help them in reading process.

²Jack C. Richards, *Longman Dictionary of Applied Linguistics*. (Malaysia: Longman Group UK Limited, 1992), pp. 306.

³Kalayo Haasibuan and Muhammad Fauzan Ansyari. *Teaching English as A Foreign Language (TEFL)*. (Pekanbaru : UIN SUSKA Press, 2007) p.70.

In order to accomplish students' need toward reading, School Based Curriculum (KTSP) provides reading as one of the skills that must be taught and learned in senior High School 4 Pekanbaru. Senior high school 4 Pekanbaru is one of the schools that also uses School Based Curriculum (KTSP) as it is guide in teaching and learning process. In order to achieve the aim of teaching English, English teaching at senior high school 4 Pekanbaru has been administered twice a week with duration of 90 minutes (2 x 45) for one meeting. It means that they have 180 minutes in a week. that. Based on the curriculum, the students are required to understand and respond the meaning in short monologue texts in *narrative, spoof, and hortatory exposition* in the daily context. In this Research, the writer's focused on narrative text.

Based on the writer's observation of the eleventh grade at Senior High School 4 Pekanbaru, the English Teacher of Senior High School used conventional strategy (Read Aloud) in teaching reading comprehension. The first, the teacher explained the material, then gave many example and asked the students to answer the questions based on the reading text.

From the explanation above, ideally the students at the eleventh grade of Senior High School 4 Pekanbaru were able to read and understand the English text well. In short, they had no problem in reading. Unfortunately, the fact had shown that the students were not able to comprehend reading text and some of the students did not fulfill the minimum criteria of passing grade (KKM). The passing grade of learning English especially in reading is 75. However, based on the data obtained by interviewing the teacher of English

in Senior High School⁴ Pekanbaru showed that there were only 14 students from 32 students who could pass the passing grade (KKM). It means that 18 students could not pass the passing grade (KKM). Even though the students have been taught about reading in English at school from elementary level until now at junior high school. It seems they were still not enough time to master reading English. Their reading comprehension was still far from expectation as required by the curriculum (KTSP).

Based on the description above, ideally the students of the eleventh grade at Senior High School 4 Pekanbaru should be able to master all aspects of English subject. But in fact, the students of the eleventh grade at Senior High School 4 Pekanbaru were still difficult to learn English especially reading comprehension.

Based on the writer observation of the eleventh grade at Senior High School 4 Pekanbaru, the writer's found a lot of problems as follows:

1. Some of the students are not able to find out main idea in reading narrative text.
2. Some of the students are difficult to comprehend in reading narrative text.
3. Some of the students are not able to find the meaning of unfamiliar words in reading narrative
4. Some of the students are not able to get factual information of the narrative text

5. Some of the students are not able to identify the generic structure in narrative text.

To improve the students' ability in comprehending the text, the students need an appropriate strategy and technique to help them solve their problem.

Based on the problems above, the writer wants to offer one strategy in learning English that can improve students' reading comprehension. One of the effective strategies used in teaching reading is called Five W's strategy. Five W's strategy is one of the strategies developed by Katherine S. McKnight. There are some teaching strategies promoted to support students' reading comprehension that one of them is Five W's strategy.⁴ It means that it is a good strategy for the students in the learning process, especially in reading comprehension. Then, this strategy will help students to achieve a comprehension.

According to Madison, Five W's strategy is a strategy that can improve reading comprehension of the students for information about an event or a situation.⁵ It means that this strategy is very good for the students to understand details of what they read. While reading, the readers are able to recognize the detail information such

⁴ . Katherine McKnight S. *The Teacher's Big Book of Graphic Organizers*. United States: The Jossey – Bass. 2010

⁵ James Madison. *Reading Comprehension Strategies*. (Boston : Little Brown Company, 2005) p,76

as person, places, events, and time. Based on explanation above, it can be concluded that this strategy can be used to teach reading comprehension.

Based on the explanation above, the writer carried out this research entitled “ **The Effect of Using What, Where, When , Who, Why (Five W’s) Strategy on Students Comprehension in Reading Narrative text of the Eleventh Grade at Senior High School 4 Pekanbaru**”.

B. Definition of the Terms

To avoid misunderstanding and misinterpretation of this research, it is necessary to define the following terms:

1. Effect

According to Richard effect is a measure of the strength of one variable that affects another or the relationship between two or more variables.⁶

2. Strategy

Strategy is a plan intended to achieve a particular purpose.⁷

In this research writer used Five W’s strategy to improve the students reading comprehension.

3. Reading Comprehension

⁶ Jack C. Richards, Willy A. Renandya. *Methodology in Language Teaching*. (New York: Cambridge University Press. 2002)p, 12

⁷ Joan Robin , *Review of Listening Comprehension Research*. Modern Language Journal Wheaton – Chicago, vol 78 No 2 June.

Reading comprehension is the active process of constructing meaning from text.⁸

4. Five W's strategy

According to Trumbull Five W's strategy are useful for examining the key point of a story or event.⁹

5. Narrative Text

According to Ricard, Narrative text is the written or the oral account of a real or fiction story.

C. The Problem

1. The Identification of the Problems

Based on the background and the phenomena above, the writer identifies the problems of this research as follows:

- a. Some of the students are not able to find out main idea in reading narrative text.
- b. Some of the students are difficult to comprehend in reading narrative text.
- c. Some of the students are not able to find the meaning of unfamiliar words in reading narrative
- d. Some of the students are not able to get factual information of the narrative text

⁸ Jenette. *Teaching Reading Comprehension of Students with Learning Difficulties*. New York: The Guilford Press 2007, p 8

⁹ Henry Clay Trumbull, *Teaching and Teachers*, (London: Heinemen Educational Book, 1982) p, 90

- e. Some of the students are not able to identify the generic structure in narrative text.

2. The Limitation of the Problem

Based on the identification of the problem stated above thus, the writer need to lomite and focus the problems of this research of the eleventh grade at senior high school 4 pekanbaru.

3. The Formulation of the Problem

The problems are formulated as follows:

- a. How is students reading comprehension in narrative text taught by using Five W's strategy at senior high school 4 pekanbaru.
- b. How is students reading comprehension in narrative text taught without using Five W's strategy at senior high school 4 pekanbaru.
- c. Is there any significant effect of using Five W's strategy at senior high school 4 pekanbaru.

D. The objective and the Significant of the Research

1. The Objective of the Research

- a. To find out the students reading comprehension in narrative text taught by using Five W's strategy at senior high school 4 pekanbaru.

- b. To find out the students reading comprehension in narrative text taught without using Five W's strategy at senior high school 4 pekanbaru.
- c. To find out wheter or not there is significant effect of using Five W's strategy at senior high school 4 pekanbaru.

2. The Significance of the Research

- a. To give information about the effect using Five W's strategy at senior high school 4 pekanbaru.
- b. To provide the positive contribution related to the learning process
- c. To improve students reading comprehension by using Five W's strategy.